

Class/Subject

Grade 6 Health Education

Unit/Concept

Personal Wellness, Outcome B(2):

Identify strategies for promoting nutrition and physical activity.

Curriculum Outcome

From the NB curriculum document online found at

<http://www.gnb.ca/0000/publications/curric/hcgr6.pdf>

Students complete a nutrition and physical activity diary for one day(s), including what they ate and drank and amounts, their physical activities, and when, where and with whom they were completed. Students analyse their results, comparing them to the recommendations in Canada's Food Guide to Healthy Eating and Canada's Activity Guide. Students analyse nutrition information on food labels as part of this exercise, and use the results to set a personal goal for improvement. Students partner to provide peer support in reaching their goal.

Objective

Explain to students that the objective of this lesson will be to help them understand what it actually means to adhere to Canada's Food Guide, to visualize the different types of foods they might eat in a day in order to do so, and to create a daily menu based on the Food Guide. To know that you should have so many servings of grains, vegetables, etc. is simply a matter of understanding and memorizing the information. For students to be able to apply this information in their every day lives, and subsequently make healthy food choices, they must be able to analyze food labels and apply what they have learned to make healthy choices.

In previous lessons, students will have reviewed Canada's Food Guide and have become familiar with the common components of the Nutrition Facts labels on food packaging. Subsequent lessons in this unit will incorporate physical activity, but this lesson will deal specifically with making healthy food choices based on the Food Guide.

Students will thus use a number of different food labels to decide what they would eat in a day (three meals and two snacks) in order to adhere to Canada's Food Guide. They will be given options as to how they wish to present their work.

Materials

A variety of food labels, copies of Canada's Food Guide, bristol board, glue, scissors, access to several computers, access to a school video camera or digital camera.

Pre-Learning

In order to focus students, to activate prior knowledge regarding Canada's Food Guide, and to model the video option from the core activities, show students the YouTube video about "Nick" found at <http://www.youtube.com/watch?v=9bVDRmOD-AI> (a student-generated commercial for the Food Guide).

Grouping Decisions

Grouping will be done by the teacher based on readiness, combined with choice of whether to work in pairs or individually for the core activities. Students who are advanced learners (determined based on previous lessons about the Food Guide and their demonstrated competence and success with those activities) will be in one group, while the remaining students will be in a second group. Within these groups, students have the choice to work in pairs or individually.

Learning Experience (Core Activities)

All students will complete one of the following tasks from the choice board, with members of the advanced group also completing the enrichment activity (see below).

The choice board will include four activities:

1. Students may create an artistic representation of their daily food choices by drawing or gluing the food labels on a large piece of bristol board. (*spatial, bodily-kinesthetic*)
2. Students may chart or graph their daily food choices on a large piece of bristol board or using a computer. (*visual, logical-mathematical*)
3. Students can prepare a short (2-3 min) audio/visual presentation (speech, PowerPoint or video) demonstrating their food choices. (*verbal-linguistic, interpersonal*)
4. Students can create a song or rap about their choices, and either perform or videotape it. (*musical*)

Enrichment

As an enrichment (for advanced learners who were identified in previous lessons), advanced students will be asked to re-examine their food choices and check that the amount of calories, sodium, fat, sugar, etc are within the recommended daily intake, based on the percentages listed on the food labels.

By including the enrichment in this way, the teacher can spend more time in the beginning with those learners who struggle with the early tasks, and then once they are on their way, the teacher will have more time to spend with the advanced learners as they work through the enrichment activity.

Students can work anywhere in the classroom (at their desks or on the floor). A few students can also work in the designated area in the hallway (with the classroom door remaining open and the teacher checking on them regularly). Any students who choose to work on a video can also go to the tech lab to finalize it.

Post- Learning

Reflection: Students will be asked to reflect on the food choices they have made today in their projects, compared to the foods they eat on an everyday basis. Are they similar? What might be different? This will be completed on a handout and submitted during the last few minutes of class. These will be done individually, even if students worked in a group for the project. Please see attached sheet.

Assessment

A rubric will be used by the teacher to evaluate the students. The teacher should refer to the initial group instruction (including enrichment activity) so that the assessment criteria is differentiated according to previously outlined expectations.

The rubric should be given to all students prior to starting their projects so that they are aware of the expectations. The teacher should also be sure all students understand the expectations by explaining the rubric to them.

Notes/Reflection for Future Reference

The following space is for reflecting on the lesson afterward and noting what worked well, what did not work well, and what could be done differently the next time this lesson plan is used.

References

Canada's food guide commercial. Video retrieved from:

<http://www.youtube.com/watch?v=9bVDRmOD-AI>.

Dodge, J. (2005). *Differentiation in action*. New York, NY: Scholastic.

Date: _____

Reflection Questions

1. Did your choices follow Canada's Food Guide for servings?
2. Think about what you normally eat each day. How are today's food choices for the project similar to the foods you eat every day?
3. How are they different?